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ABSTRACT

Two separate surveys were undertaken in order to gain information about the field work practices and policies of libraries and schools of librarianship. The survey of schools was carried out during the winter of 1969/70, and that of a sample of libraries in the Spring or Summer 1970. This report interprets the results of the survey of schools; as modified by relevant information from the survey of libraries. Answers to the schools' questionnaire are summarized in Appendix B, and an analysis of answers to the libraries' questionnaire is given as Appendix C. Of the 14 schools who replied to the questionnaire, nine arranged field work and five did not. The degree of organization and supervision of field work felt to be possible and desirable varied considerably. The survey of libraries showed that many which were already cooperating with schools were willing to take more students and others were waiting to be asked to help for the first time. Most libraries were opposed to payment of salary for field work. Coordination of timing of field work throughout the year is needed for optimum use of libraries. Recommendations of what the Library Association's policy should be, based on this report, are listed. (Author/NH)

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ED054809

REPORT OF THE SUB-COMMITTEE ON STAFF TRAINING IN LIBRARIES; LIBRARY SCHOOL FIELD WORK

Education Committee

The Library Association

4 - 21 - 71

LI 003 085

THE LIBRARY ASSOCIATION

Report of the Sub-Committee on Staff training in libraries.

Corrigenda and note

Page 1: Under Training replace "that" by "a" and insert "library" before "system, so that line 3 reads " ... in a particular library system ..."

Page 4: . Para 4 (under Conclusions 1) 4th line, replace "contradicts" with "offsets".

Page 5: under (d)2 insert "full-time" before "education".

Note on Appendix A:

This does not imply that all students of librarianship should necessarily work as assistants or trainees in a library before going to a School; but it aims to give guidance to employers of those who do.

ED798

Ref: ED.798/1
4.3.71

THE LIBRARY ASSOCIATION

EDUCATION COMMITTEE

21.4.71

Report of the Sub-Committee on Staff Training in Libraries on Library School Field Work.

At an early meeting of the Sub-Committee two basic needs became apparant:

1. An exact and agreed definition of the main terms (education, training, fieldwork, study tours), so that we could carry out our deliberations without ambiguity and unnecessary confusion.

2. More factual information about the current practices and beliefs of both libraries and library schools regarding field work.

1. We looked at existing definitions, in particular those of the Library Association Sub-Committee on In-service training (1962), and agreed that the following definitions were suitable for our purpose.

Education: the study of the principles and general practice of librarianship.

Training: the informing of a member of staff, at whatever stage of his career, of the specific methods used in that particular system. Although incidentally it may be of wider application, it is designed to encourage efficient performance to the direct benefit of that system. We felt that Training, especially before a library school course, was relevant to this report, and we have listed in Appendix A our suggestions for the content of a programme of pre-course training.

Field Work: the exposure of students to the practicalities of librarianship so that they might learn by both doing and observing. It is an integral and essential part of their course.

(Following recent discussions, the definition of field work set out below was agreed by the Schools, the Library Association and the Department of Education and Science :-

"Field work must be planned as an integral and essential part of the course even though it be undertaken in a library or other institution away from the University or College in which the course is being conducted.

CON.

Its primary function is to expose students to the practicalities of librarianship in order that they may learn by both doing and observing and also that their suitability for the profession may be tested.

The nature and content of the field work programme must be determined by the school in consultation with the institution in which it will be carried out. The work undertaken by the student must be determined by its value to him as a student and not as a contribution to the normal workload of the host library.

A member of the staff of the school will normally be expected to visit a student engaged in fieldwork and to keep a continuing check on his progress. Day to day supervision, however, may be undertaken either by a member of school staff or by a member of staff of the institution working closely with the school and fully aware of the relationship between the field work and theoretical studies.")

Study Tours: planned visits to a selection of different types of libraries, not for the purposes of training, but to enable students to realise the activities pertaining to a variety of libraries. Their purpose is quite different from that of field work, and they are particularly relevant to the needs of students at Schools situated away from large conurbations where a variety of library services is readily observable.

2. Surveys: general

Two separate surveys were undertaken in order to gain information about (a) the field work practices and policies of libraries and (b) Schools of librarianship (hereinafter referred to as 'Schools'). The survey of Schools was carried out during the winter of 1969/70, and that of a sample of libraries in Spring or Summer 1970. (The 2 questionnaires can be borrowed from the office)

This Report attempts to interpret the results of the survey of Schools, as modified by relevant information from the survey of libraries. (The most important answers to the Schools questionnaire are summarised in Appendix B, and a detailed analysis of answers to the Libraries questionnaire is given as Appendix C).

A copy of the relevant questionnaire was sent to all 15 Schools. 14 replied in varying detail.

Schools fell into two fairly distinct groups: the 9 who arranged field work and the 5 who did not. (It is known that the one school which did not answer the questionnaire does arrange field work for its students.) The distinction is somewhat blurred by more practical considerations. For example the Head of one abstaining school stated that he believed most strongly in field work, but financial considerations made it impossible to introduce it at present.

The degree of organisation and supervision which individual Schools felt to be possible and desirable varied considerably. (See Appendix B.)

(a) Present Practice of Schools.

It is clear that the practice of some Schools falls short of the terms of the foregoing definition of field work. For example, School D apparently exercises little control. Students get programmes (but only when the host library devises them) and the librarian is asked to submit an assessment of their performance; but students are not briefed beforehand, they attempt no projects, produce no report, and are not visited. Indeed the school appears to have no member of staff responsible for making any of the arrangements.

This is an extreme and obvious case, but it was also clear to the Sub-Committee that the apparently uniformly satisfactory picture presented by the affirmative answers of most of the other Schools concealed a wide variation of performance, and some of their arrangements could hardly hope to measure up to our definition of field work, or to the agreed definition which is set out in brackets immediately below it .

The answers to questions 8 and 10 of the libraries questionnaire suggested that many librarians were aware of the needs of students on field work, and implied that more could be done by Schools in the planning of students' programmes, and in briefing, supervising and maintaining contact with students on field work.

Because of the lack of any previously agreed standards for field work, the questionnaire returned by each School represented the subjective view of the correspondent, and the Sub-Committee found it impossible to equate answers which suggested that apparently similar arrangements were in operation.

We accepted the view of the majority of Schools that field work was a desirable component of courses, and noted with approval the tendency of previously un-committed Schools to move towards its adoption. After some discussion of the need for standards we came to the conclusion that the provision of adequate numbers of staff to organise and supervise the field work programme was the fundamental need to enable a system of field work to function properly.

(b) A selected example for study.

In order to discover the work loads involved, the Sub-Committee consulted one School (College of Librarianship Wales) where field work is an integral part of all courses and is fairly well developed. At this School the four Liaison and Training Officers organise and supervise field work and study tour arrangements, but as a deliberate policy they do not devote their whole time to this work, nor do they exclude all other staff from sharing in the work. The School uses the wide knowledge of the library world which these staff gain, in liaison with the profession at large. They are also well qualified to control the School's post-course placement service and to represent the profession

(b) (continued)

at careers conventions. They carry out some teaching and other academic duties, both to ensure that they maintain contact with students and course development, and also to enable them to offer advice and help on courses to potential students and to the chief librarians whom they visit as part of their duties. They also are involved in short courses run by the school (both organising and lecturing). They offer to co-operating libraries help with staff training problems, and undertake some joint interviewing outside the school. These other duties take up a considerable amount of the Liaison and Training Officers' time.

Other teaching staff are also involved in field work, not only because of the otherwise impossible load on the L.T.O.'s, but because the lecturing staff thus gain an opportunity of keeping themselves up-to-date and in contact with practising librarianship. This is one of the legitimate needs of a teacher, but often in the past the teacher had either to finance his visits personally or abandon the attempt to keep up. Experience also suggests that librarians and supervisors of students value the opportunity of discussing students' progress with lecturing staff.

C.L.W. has 4 Liaison and Training Officers, and is about to add a fifth to the establishment. It maintains that the employment of this number of staff is necessary if they are to undertake the range of additional duties mentioned above and also provide the field work organisation for 400 students on anything like a realistic basis. It agrees that its relatively isolated geographical position, the non-availability of large numbers of libraries in its immediate vicinity, and the consequently large amount of time staff spent in travelling made its need for staff somewhat greater than that of some other Schools. It is aiming at a standard of 1 Liaison and Training Officer to 80 students, but feels that a figure of 1 to 100 would be realistic for a School conducting ~~field~~ field work on the C.L.W. pattern in a large urban area with many libraries close at hand. One other School, which employs one Liaison and Training Officer on field work full-time, appears satisfied that he can organise and control field work for c.160 students.

(c) Conclusions

1. The survey of libraries showed that many which were already co-operating with Schools were willing to take additional students, whilst other libraries waited to be asked to help for the first time. This contradicts a frequently canvassed opinion that "Field work is a serious interruption to a librarian's work and it is not surprising that more and more librarians report insufficient time or staff to organise programmes".

2. Nine tenths of the sample of libraries surveyed were opposed to payment of salary for field work. Seven tenths were opposed to payment of salary for the year spent in libraries as part of a sandwich course. Some libraries even suggested that they themselves ought to be paid for the facilities they provide.

(c) (continued)

3. The need for co-ordination of timing of field work throughout the year was an urgent problem, if the optimum use of libraries was to be made. The very considerable difficulties in the way of this are recognised, however.

4. 9 of the 14 Schools and some libraries suggested the idea that Schools should consider acting as catalysts for the setting up of Area Training Schemes as suggested in the Library Advisory Councils' "Report on the Supply and Training of Librarians." Problems of co-operation between Schools and libraries of all types, public and non-public supported, would be considerable. If, however, the present impasse over financing training in a profession serving a heterogeneous mixture of 'industries' could be resolved, the resultant impact on the organisation of both field work and in-training at the local level would justify this experiment.

(d) Recommendations

In the light of this Report we feel that it should be the policy of the Library Association to press for the following desiderata :

1. The acceptance by relevant bodies of the agreed definition of field work.

2. The inclusion of field work as an integral and compulsory element of full-time education for librarianship.

3. The drawing up of field work programmes by Schools and libraries in consultation, the level of instruction and projects undertaken being adjusted to the maturity and professional development of the students.

4. The arrangement of such field work programmes with leading libraries of all types: public, academic and special.

5. More effective co-operation between Schools to achieve a uniformly high level of field work provision.

6. The appointment by Schools of Liaison and Training Officers to organise and supervise field work and to take a share of other academic duties. In the light of the evidence available it would appear that a ratio of one L.T.O. to 100 students would be reasonable.

APPENDIX A

Suggested content of a Programme of Training before a Library School Course.

It is recognised that the actual content of, and indeed the methods of, imparting training will not be uniform among libraries of all types and sizes, and therefore that not all that follows will be equally applicable in all libraries. Also, that training before Library School courses is commonly provided at 2 levels: that of the trainee, who is regarded as a member of a potential elite and receives much more intensive and costly training; and that of the junior assistant, who is trained while working as the holder of an established post in the library service.

However, while the intensity and the detailed content of all pre-course training will vary, the basic principles will remain the same. The major elements of such training may be looked at under the following headings:

1. Induction Training. This is designed to fit the individual into the organisation, to make him feel that he belongs, is conscious of the aims of the organisation, and is motivated to serve them. It is of two types:

(a) Housekeeping information. Where does he hang his coat, what hours of duty does he work, how long is lunch hour, what to do if he goes sick, how does he submit applications for leave, etc.

(b) The Organisation. What is it trying to do, who does it serve, what is the staff hierarchy, who is responsible for what, to whom does he report for ..., etc.

2. On the job training. This is designed to make the individual proficient at his work; trained to perform specific tasks with the maximum skill and efficiency. Basically it has little to do with pre-course training, as it is done for the benefit of the library not the student, but if it is done in conjunction with job rotation and development training (see 3 below), it has a relevance.

3. Development Training. Usually this is designed to make the individual reach his full potential, but in the limited context of pre-course training it will involve giving him sufficient knowledge, information and experience to extract the full benefit from the theoretical course and to enhance his chances of success in it, and possibly also to make him a more mature and worthwhile member of staff after the course. This suggests job rotation, so that he sees all aspects of the work of the library. This will not only involve straighforward working in different departments, but some special senior staff supervision and possible lectures to show him how all the various pieces fit together into the whole organisation. It should also involve an understanding of the range of library services available at, at least, the local level, and the extent of co-operation

3. Development Training. (continued)

between these services. A series of visits or short periods of attachment to other local libraries would be of use here. A feeling for the profession and problems should also be inculcated. This can be helped by supervisory sessions with the senior staff, but time should also be made available for attendance at professional meetings.

Development training tends to merge ultimately with what may be called educational training.

4. Educational Training. This is designed to re-inforce, point and illustrate the individual's theoretical and classroom education.

It is properly a part of field work and of training after a Library School course, but it represents something of a hazard in pre-course training. This is because well-meaning librarians often overdo their attempts to send their young members of staff to Library School fully equipped and extend their courses to include much teaching more properly given as a part of the school course. This teaching will be repeated later, with a risk not only of boring the student, but of making him unjustifiably over-confident in the long term. As an example, while it is proper and useful for all pre-course students to understand the library's staff hierarchy and the range of responsibility of department heads, lectures on the theory of personnel management are not really appropriate at this stage.

Note. This Appendix has been confined to principles and headings which should be capable of wide application by all types of libraries. No attempt has been made to itemise specific duties and components of a pre-school course, as this would inevitably tend to reduce its meaning for many smaller and more specialised libraries.

Appendix B

Analysis of Answers to the Questionnaire to Schools.

Note: The covering letter to the original questionnaire promised to conceal the identity of Schools, and so they have been arranged in haphazard order and given code letters.

School	A	B	C	D	E	F	G	H	J
Does Librarian submit assessment of student after F.wk. Q12	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is Librarian given details of student beforehand. Q11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
How many school staff are responsible for F.wk. arrangements (Full or Part-time) Q10	1. P/T	1. P/T	1. P/T	None	1. P/T	4. P/T	1. F/T	1. P/T	1. P/T
Do you consider visits sufficiently frequent Q9 (d)	Yes	-	-	-	No	No	Yes	No	Yes
Are they visited by school staff Q9	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes
Do they present summary of experience to other students Q8	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
Do they provide a report on attachment Q7	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes
Do they carry out projects on F.wk. Q6	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes
Are students briefed before F.wk. Q5	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Do students have a programme devised for F.wk. Q4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Ref: ED. 798/9
4.3.71

APPENDIX C

Questionnaire to Libraries :- Summary of Results

Question 1. Asked if libraries at present co-operated with any library schools by allowing students to spend periods of field work training in the library.

(A) 256 libraries (65%) said YES; 135 (35%) said NO.
(B) The numbers who said YES in each of the 9 major categories (and as a percentage of those returning forms) was:

Public

County	34	(68%)
Large Municipal	38	(88%)
Medium Municipal	23	(79%)
Small Municipal	14	(35%)

Academic

University	40	(87%)
Other	58	(63%)

Special

Industrial	14	(54%)
Governmental/ National Society or Institution	18	(55%)
	17	(53%)

Librarians who answered NO were directed to Question 6, so only libraries at present co-operating with library schools are represented in Questions 2-5.

Question 2 Asked if libraries had exclusive arrangements with any library school or group of schools.

(A) 63 (25%) did have such arrangements; 41 with only one school and 22 with more than one school.

Question 3 Asked librarians for a large amount of information on students who had spent periods of field work with them during the last twelve months.

Information required included the total number of students attached to the library during the period, the average length of attachment in weeks, and the month of the year covered by each attachment.

Ref: ED. 796/10
4.3.71

12

Course	Total No. Students	Average No. Weeks	JAN	FEB	MARCH	AP	MAY	JUNE	JULY	AUG
College based pre-course	190	5.7	1	4	5	3	5	2	7	12
2 yr L.A.	422	4.8	5	19	34	27	26	47	72	26
3 yr degree	26	5.5	0	0	1	1	0	3	16	10
4 yr degree	0	0	0	0	0	0	0	0	0	0
L.A. P.G.	116	4.6	13	11	8	23	15	13	18	5
P.G. Dip.	61	3.3	19	10	4	4	4	7	8	3
Masters	1	8	0	0	0	0	0	1	1	0
Research Student	3	17	1	1	1	1	1	2	2	1
TOTALS	819		39	45	53	59	51	75	124	57

TABLE 1

Course	Total No. Students	Average No. Weeks	JAN	FEB	MARCH	AP	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
College based pre-course	190	5.7	1	4	5	3	5	2	7	12	37	22	33	26
2 yr L.A.	422	4.8	5	19	34	27	26	47	72	26	74	59	13	8
3 yr degree	26	5.5	0	0	1	1	0	3	16	10	1	1	0	0
4 yr degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0
L.A. P.G.	116	4.6	13	11	8	23	15	13	18	5	6	5	5	4
P.G. Dip.	61	3.3	19	10	4	4	4	7	8	3	1	0	2	9
Masters	1	8	0	0	0	0	0	1	1	0	0	0	0	0
Research Student	3	17	1	1	1	1	1	2	2	1	2	1	0	0
TOTALS	819		39	45	53	59	51	75	124	57	121	88	53	47

TABLE 1

Table 1 gives figures accumulated from all returns. Figures in the "Jan-Dec" columns do not necessarily add up to the figure in the 'Total number of students' column, as frequently a period was entered as spanning two months, and when this was the case an entry was made made in both monthly columns.

The questionnaire originally included a further side heading ('Other courses') but this was disregarded in the analysis as various comments in the answers suggested that many of these students were not from library schools, and the totals included people taking the Teacher-Librarians Certificate.

The average duration of periods of field work varies widely from course to course, from a lower extreme of 3.3 weeks for post-graduate diploma students to a high point of 17 weeks for research students. By adding together the total number of weeks worked by all students on all courses, and dividing this by the number of students $\left(\frac{4049}{819}\right)$ an average length of attachment of 4.9 weeks is obtained.

Monthly totals show the heavy demand placed on libraries early and late in the long vacation and the relatively smaller, though surprisingly even, demand throughout the rest of the year (see figure 1).

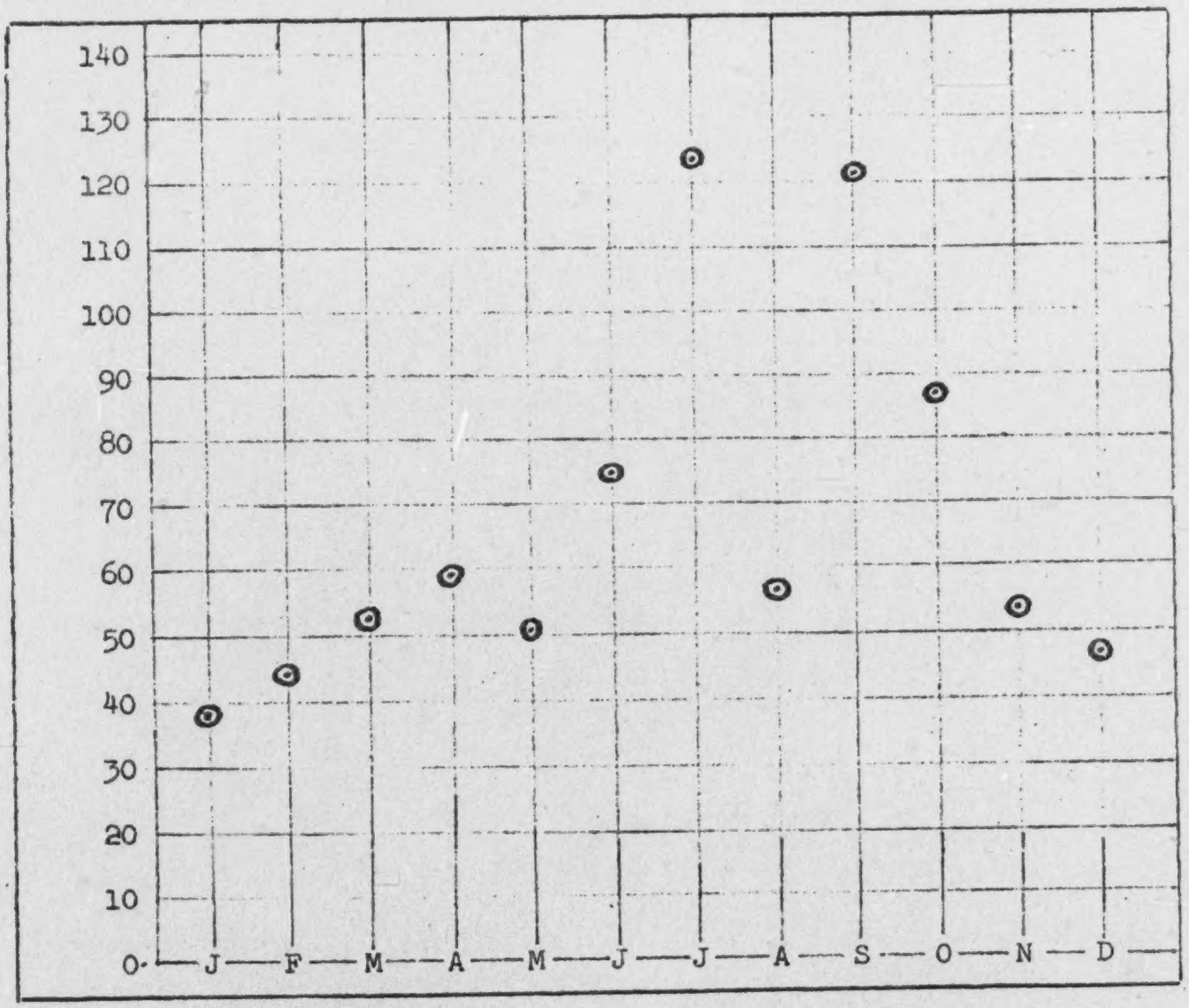

FIGURE 1

Question 4 — Asked about limitations imposed by libraries upon library schools with which they co-operated.

(A) Only 21 libraries (8%) insisted on a minimum period of attachment. These minimum periods, and the number of libraries specifying them, were:-

2 weeks	- 5
3 weeks	- 5
4 weeks	- 7
5 weeks	- 2
6 weeks	- 2
8 weeks or more	- 2

(B) Only 21 libraries (8%) took students from certain specific courses.

(C) Librarians were also asked if they imposed any other limitations at present and if they felt that any further limitations were necessary or desirable. 51 libraries listed one or more such, and as 'present' limitations for some were 'desirable and necessary future' limitations for others the two answers were combined. The resultant list contained some 17 limitations, many quoted by only one library Those quoted by more than one, in order of frequency, were:

(a)	Timing of period of field work.	18
(b)	Special interest in the library's field.	13
(c)	Duration of period.	11
(d)	Previous experience required.	6
(e)	Students below certain level excluded.	5
(f)	Security requirements of the organisation.	4
(g)	Students required to work 'usefully'.	2
(h)	Only take Sconul trainees for 1 year.	2
(i)	Only limited time available to help students.	2

Some of the above areas in which there appeared to be a wide measure of agreement in fact mask a wide divergence of practice. Of the 18 libraries in (a) a selection said as follows:

3 wished to avoid the Summer vacation.
1 wished to avoid all vacations.
2 wished to avoid autumn term and 1 other preferred the Lent or Summer Term.
1 Preferred Xmas vacation.
1 Preferred to avoid congested periods in term.
3 Preferred term time.
3 Preferred all attachments at the same level to be at the same time.

Similarly the 11 libraries in (c) were unable to agree on a suitable period, although their answers almost all fell within the fairly narrow range of 'Not more than 4 weeks' and 'Not less than 6 weeks.'

Question 5 — Asked if the number of students taken at present represented a maximum loading on the organisations.

(A) 111 libraries answered YES, but 138 (54%) indicated that they could take more students.

(B) They were then asked to specify the number and type of additional students and the conditions under which they could take them. Many librarians gave only the vaguest idea of type of students and

most did not list conditions, so these factors were ignored in the analysis. Most gave actual numbers of additional students they would be willing to take, and most of the remainder gave a sufficient indication for an estimate to be made. Table 2. lists the libraries willing to take additional students showing the numbers in each of the 9 major categories, and the number of students, each category was willing to take.

Type of Library	No. willing to take additional students	No. of students that can be taken
Public. County	18	51
Large Mun.	21	122
Med. Mun.	15	61
Small Mun.	9	32
Academic		
University	20	73
Other	30	79
Special		
Industrial	9	23
Governmental	8	16
Society/Inst.	8	21
Totals	138	478

TABLE 2. Willingness of libraries to take additional field work students

At this point libraries which already co-operate with a library school moved on to Question 8, so Questions 6 and 7 were only attempted by those librarians who had indicated non-co-operation in their answer to Question 1.

Asked them to indicate which of 3 statements explained their non-involvement in fieldwork, or alternatively to specify any other reasons they had.

(A) 135 libraries had answered 'No' to Question 1, and 128 of these opted for one of the statements, as follows:

(a) Would like to co-operate but at present lack the resources to do so 52

(b) willing, but have not yet been approached by a library school 64

(c) feel that such work is no part of their function 12

(B) Some specified other reasons in addition to those above, and some 31 libraries in all answered this part of the question. Most of the answers, however, were amplifications of one or other of the three main reasons - e.g. 'Library buildings make it impossible', 'efforts directed on other forms of training'. Security restrictions were also mentioned again (see 4(C) (f) above) by 2 libraries, and 2 more mentioned their isolation and the lack of accommodation in the area.

Question 7 Asked the libraries who had expressed willingness to co-operate in 6 (A) (b) above how many students they would be willing to take each year

(A) Table 3 shows the number of libraries in each of the 9 major categories which were willing to co-operate, and the numbers of students they would be willing to take.

Type of Library	No. willing to co-operate	No. of students that can be taken
Public		
County	9	29
Large Mun.	3	7
Medium Mun.	6	14
Small Mun.	18	44
Academic		
University	1	2
Other	15	45
Special		
Industrial	4	6
Governmental	6	8
Society	2	2
Totals	64	157

TABLE 3 Willingness of previously unused libraries to take students on field work

(B) The libraries who expressed willingness to co-operate were also asked to name a suitable duration for a period of attachment. 68 answers were made, the most popular durations being 4, 6 and 8 weeks in that order. The actual frequency of citation of periods was:

2 weeks:	5
3 weeks:	7
4 weeks:	21
5 weeks:	6
6 weeks:	16
7 weeks:	3
8 weeks and over:	10

(C) Librarians were also asked if they would prefer students from particular courses. This was probably not a reasonable question to ask, as librarians who had not taken students previously would be unlikely to have strong and reasoned preferences. In fact, very few attempted this answer, and no analysis was made.

Question 8 Asked librarians if they would be willing to provide certain facilities and co-operate with library schools in certain specific ways regarding field work.

(A) Asked if they would be prepared to, or did already, co-operate with Library Schools in devising and operating a programme of practical training designed to form an integral part of the students' courses. 334 libraries answered this question as follows.

(a)	Do this already	80 (23%)
(b)	Would be prepared to	202 (59%)
(c)	Unwilling	62 (18%)

(B) Asked if they would, or already did, permit staff from a Library School to visit and observe students during their training period in the library.
339 libraries answered this question as follows:

(a)	Do this already	205 (60%)
(b)	Would be prepared to	114 (34%)
(c)	Unwilling	20 (6%)

(C) Asked if they would be prepared to, or already did, allow senior members of their staff sufficient time to supervise carefully the work of the students while in the library.
337 libraries answered this question as follows:-

(a)	Do this already	207 (61%)
(b)	Would be prepared to	98 (29%)
(c)	Unwilling	32 (9%)

Answers to these 3 questions, with analysis by the 9 major categories of library, appear in Table 4.

(D) Asked if the staff of the library included an officer with a full-time or part-time responsibility for training, and if so whether his duties included the supervision of students from Library Schools.

As expected the majority to such officers were found in large libraries, some 79% of all such officers being employed in the 4 categories likely to include the largest libraries (i.e. County, Large and Medium Municipal and University). These 4 categories also employed 83% of the officers with responsiblity for supervision of students. Table 5 shows the distribution of officers.

(E) Libraries who had an officer with responsibility for training were also asked for his designated post in the library. Variations in nomenclature made exact classification impossible, but it was possible to extract several large groups, as:-

(a) Deputy Librarians

Public	County	14
	Large Mun.	14
	Medium Mun.	17
	Small Mun.	5
Academic	University	8
	Other Acad.	2
Special	Governmental	1
	Society	1

(b) Principal, Chief, Senior Assistant and Sub Librarians

Public	County	4
	Large Mun.	8
	Medium Mun.	2
	Small Mun.	1
Academic	University	5

Type of Library	A. Co-operation on programme			B. Visits by Library School Staff			C. Library Staff Time to Supervise		
	Do already	Prepared to	Unwilling	Do already	Prepared to	Unwilling	Do already	Prepared to	Unwilling
Public									
County	13	29	5	28	18	1	31	14	1
Large Municipal	18	22	0	33	8	0	35	5	1
Medium "	10	17	1	15	13	1	16	12	1
Small "	5	28	5	8	26	2	12	23	1
Public Total	46	96	11	84	65	4	94	54	4
Academic									
University	15	15	9	36	4	0	35	2	3
Other	12	54	13	48	27	3	41	26	9
Academic Total	27	69	22	84	31	3	76	28	12
Special									
Industrial	3	13	6	11	6	3	10	7	4
Governmental	4	15	8	15	9	2	14	7	5
Society	0	9	15	11	3	8	13	2	7
Special Total	7	37	29	37	18	13	37	16	16

TABLE 4. Libraries' willingness to co-operate with Schools on aspects of fieldwork.

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(c) Designations including the words Training, Staff or Personnel.
7 posts (5 in Public Libraries)

Type of Library		Full Time	Part Time	None	Total of Full & Part Time	Responsibility for students
Public	County	1	24	23	25	20
	Large Mun.	4	30	7	34	32
	Medium Mun.	3	18	8	21	17
	Small Mun.	0	10	28	10	5
Public Total		8	82	66	90	74
Academic	University	2	16	25	18	16
	Other	1	7	71	8	7
Academic Total		3	23	96	26	23
Special	Industrial	0	1	22	1	1
	Governmental	0	6	21	6	5
	Society	0	1	24	1	0
Special Total		0	8	67	8	6

TABLE 5 Distribution of Officers with responsibility for Training and the Supervision of Library School students

Relationships between Question 1 & 8 and Questions 6 & 8

It was felt to be useful to look more closely at the willingness of two groups of libraries to provide facilities to Library Schools (Sections of Question 8); namely those who already co-operated (who answered YES to Question 1) and those who were willing but had not yet been approached. (Question 6).

(A) A total of 256 libraries answered YES to Question 1. Of these:

(a) 219 (86%) already co-operated, or were prepared to co-operate with Library Schools in devising programmes for field work.

(b) 237 (93%) allowed, or were prepared to allow, their senior staff sufficient time to supervise carefully the work of students.

(c) 106 (42%) had an officer on their staff with a responsibility for training.

(B) A total of 64 libraries answered YES to Question 6. (willing but not yet approached). Of these:

(a) 52 (81%) were prepared to co-operate with Library Schools in devising programmes for field work.

(b) 53 (83%) were prepared to allow their senior staff sufficient time to supervise carefully the work of students.

(c) 17 (27%) had an officer on their staff with a responsibility for training.

The somewhat lower percentages in B(a) and (b) compared with A(a) and (b) suggest that Library Schools may well have approached the libraries in A because of their greater willingness to co-operate. However, the percentages in B are still higher than might have been expected from the various predictions that libraries were almost overwhelmed by the field work demands of Library Schools. The relatively low percentage at B(c) is apparently due primarily to the preponderance of small libraries in B, large libraries obviously being more likely to have training officers.

Question 9.

Asked if libraries were likely to be able to provide financial support for Library School students undertaking short term attachments of 4 - 6 weeks.

A. 33 libraries (9%) said YES; 319 (91%) said NO.

The libraries which expressed willingness were then asked if their provision of financial support would affect the type of training students would undertake in their library. Only 18 completed this section, but most answers, while different in detail, fall into 2 major groups.

(a) 4 libraries said that students would be given as wide a range of work as possible, with some special instruction.

1 library said students would be confined to professional tasks.

(b) 7 libraries said that students would have to work wholly or mainly on routine duties.
2 libraries said they would be used to cover staff on leave.
1 library offered vacation employment only.

Question 10

Asked libraries to agree or disagree with four statements concerning the adequacy of Library Schools practice regarding field work. The statements were:

(A) Schools should co-ordinate their practical work timetable to reduce present differences of timing and duration of attachment.
274 libraries answered this question, 191 (70%) agreeing and 83 (30%) disagreeing.
Opinions were occasionally added to answers. Most libraries obviously felt very strongly that Library Schools ought to try to co-ordinate their field work activities. However, the suggestion of 'reducing present differences of timing' alarmed some librarians who pointed out that what was needed was a retention or even an increase in such differences to spread the seasonal load of field work.

(B) Schools should give more guidance and assistance to libraries

in the planning of programmes for visiting students. 292 libraries answered this question, 182 (62%) agreeing and 110 (38%) disagreeing.

(C) Students should be more adequately briefed by School staff before they begin periods of attachment to libraries. 279 libraries answered this question, 182 (65%) agreeing and 97 (35%) disagreeing.

(D) Schools maintain adequate contact with and supervision of students during their period of attachment to libraries. 279 libraries answered this question, 239 (86%) agreeing and 40 (14%) disagreeing.

(E) Libraries also were asked to indicate any further areas in which they thought Library Schools could improve the present arrangement for the practical training of students. This produced a very wide range of answers. Some of these were re-wordings of the specific points listed above, but many of the others fell into the following broad general headings:

(a) Concerned the relationship between Schools and libraries. Examples of points raised were:

(i) 14 libraries thought that the needs of students and the type and length of attachments should be more carefully related to the library.

(ii) 8 libraries thought that better contact was needed between schools and libraries. Individual suggestions included the secondment of school staff to libraries during the long vacation, more lectures on practical administration by working librarians, and refresher courses at Library Schools for librarians.

(iii) 9 libraries wanted feedback from Schools about the success of attachments, and some suggested that provision for this could be incorporated in a more complete and standardised assessment and report form.

(iv) 5 libraries suggested that the setting up of Training Areas (see also Question 12) or the use of designated Training Libraries would improve the quality of field work.

(b) 5 libraries commented on the timing of periods of field work. Most of these duplicatedanswers elsewhere in the questionnaires, the emphasis being on the avoidance of the vacations for academic libraries, and the need for a period of adequate duration.

(c) 17 libraries made suggestions regarding the content of courses:

(i) 6 thought that projects were valuable for all but the shortest field work attachments.

(ii) 3 wanted 'more practical work and less theorising'

Other areas mentioned by single libraries included personnel management, job analysis, financial control, planning, business correspondence, job applications.

Other answers were mainly on unrelated topics, but a selection will show the range of interest. Some contradict others. Figures in parentheses indicate the number of libraries making the statement.

Schools should give more help in finding accommodation	(3)
Students should visit a wider range of libraries	(3)
Day visits by large classes most unprofitable	(1)
Schools should impress upon students disciplinary obligation to Host Library	(2)
Schools should follow up students' progress in the post examination year	(1)

Question 11

Noted that some Library Schools ran 4 year degree courses of which one year was spent in a library, and asked Librarians if there was any possibility of their being able to employ one or more students on salary for this year.

340 libraries answered this question: 100 said YES, 240 said NO.

(A) Of the 100 who said there was a possibility of such employment

53 were public libraries
29 were academic libraries
18 were special libraries

(B) These 100 libraries were then asked to indicate the principal conditions they would expect to be attached to such employment. Five specific conditions were listed, and opted for as follows:

(a) Prior interviews	96
(b) Membership of superannuation and sickness scheme	36
(c) Passing a standard employees medical exam.	41
(d) The right to terminate the employment of an unsatisfactory student	97
(e) Regular visits by College staff	57

(C) They were also asked to specify any other conditions they would expect to be attached to such employment. Answers very largely concerned the type of work/training given to the student, and the establishment of suitable posts. This did not give a very encouraging picture.

10 libraries stressed the importance of work. One quoted 'value for money', and 7 libraries specifically stated that employment would be on the same basis as junior assistants.

7 libraries stated that acceptance of a student would be subject to the existence of a vacancy on this establishment. One also indicated that if there was no suitable A.P. vacancy the student would have to fill a general assistant position, and another would appoint 'only in competition with other candidates, not necessarily students'. One public library said that students would be taken 'under the same conditions as foreign interns', and a university quoted the SCONUL scheme as a relevant precedent. Another public library said that consideration would be given to a trainee grading.
Most other answers dealt with points of detail, or of relevance only to some types of library (e.g. security declarations and screening), but one of wider implication required from the student an extension of contract for one year after the 4 year course.

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Question 12

Quoted the paragraphs (Appendix II, paras. 107-108) of the Library Advisory Council's Report on the Supply and Training of Librarians which refer to 'Area Training Schemes'. Libraries were asked "insofar as this concerns co-ordination of the practical training facilities for Library School students, is your library already involved in such a scheme or do you envisage future involvement?".

(A) 334 libraries answered the question regarding present involvement, 10 saying YES and 324 saying NO.

(B) 317 libraries answered the question regarding envisaged future involvement, 67 saying YES and 250 saying NO.
Libraries answering YES to both questions were asked to give relevant details, and 66 responded.

(a) Brief details were given of 3 or 4 small schemes at present operating between schools & libraries.

(b) The majority of the remainder expressed conditional approval, but while the basic willingness to co-operate was there, and indeed some libraries suggested suitable geographical and subject groupings, most quite naturally wanted to see specific proposals before committing themselves.